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ABSTRACT

This document presents descriptions of projects supported by the U.S. Department of Education's Division of Personnel Preparation which prepare Native Americans to serve students with disabilities. Two types of projects are included in this listing: Native American Projects (funded for fiscal years 1991, 1992, and 1993) and Projects Recruiting Native Americans (fiscal year 1993). The 15 projects described in the section on Native American Projects are concerned with special education, related services, or parent preparation and generally feature curriculum content related to linguistic and cultural aspects of educating Native American children with disabilities. The 28 projects described in the section on recruitment address similar areas but also emphasize recruitment of Native Americans. Three tables list states with high numbers of Native Americans, summarize the Division's efforts on behalf of Native Americans over the last 13 years, and summarize the Division's efforts in Native American recruitment. Individual listings within each section are by state and typically include data concerning the institution, project contact person, project number and dollar amount, and a summary. (DB)

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ED 383 161

NATIVE AMERICAN PROJECTS*

FUNDED BY

DIVISION OF PERSONNEL PREPARATION

OFFICE OF SPECIAL EDUCATION PROGRAMS

U.S. DEPARTMENT OF EDUCATION

FY 91, FY 92, FY 93

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*And Projects Recruiting Native Americans

SEP 30 1994

EC 303995

INTRODUCTION

This document presents abstracts of projects supported by the Division of Personnel Preparation (DPP) in Fiscal Year 1991, 1992, and 1993 which prepare Native Americans to serve handicapped children.

Two types of projects have been included in this listing: Native American Projects and Projects Recruiting Native Americans. The projects contained in the Native American Projects Section are special education, related services, or parent preparation projects specifically designed to train Native Americans to serve handicapped children. In these projects the curriculum usually features content related to linguistic and cultural aspects of educating Native American handicapped children and usually at least one half of the trainees are Native Americans. The projects contained in Projects Recruiting Native Americans Section are special education, related services, or parent preparation projects which have expressed an interest in recruiting Native Americans into their programs. These programs are usually located in areas with high concentrations of Native American populations. Both types of projects may offer student support to Native Americans.

Table I summarizes DPP's effort on behalf of Native Americans over the last 13 years.

Table II lists states with a Native American public school population of 10,000 or more,or where Native Americans comprise at least 1% of the school age population. Based upon these numbers of Native American public school children, the identified states could be presumed to have need for Native American special and regular educators.

Table III summarizes DPP funding for "Projects Recruiting (or benefitting) Native Americans" over the last 13 years, like Table I.

New Technical Assistance Project Funded for DPP Applicants

In October 1991, the University of New Mexico initiated a DPP funded project in response to the concerns of the U.S. Congress with respect to the increasing demand for and declining supply of personnel from historically under-represented ethnic groups for special education and related services. This project is intended for the benefit of Historically Black Colleges and Universities and for institutions of higher education whose enrollments include at least 25 percent of students who are Hispanic, people from the Indian Nations, Alaska Natives, people from Asian countries, and other people from historically under-represented groups who are citizens of the United States.

The University of New Mexico's Outreach Alliance 2000 Project is

a five year technical assistant effort to collaborate with these institutions to increase their capacity to:

1. Prepare sucessful applications to acquire personnel preparation funds available under the Individuals with Disabilities Act (IDEA),
2. Marshall diverse resources to support personnel preparation from historically under-represented ethnic populations,
3. Initiate or enhance personnel preparation programs in special education or related services,
4. Enhance their effectiveness in developing, recruiting, and retaining personnel from historically under-represented ethnic groups for training in special education and/or related services.

If any institution of higher education would like assistance from this project, please contact:

Outreach Alliance 2000 Project
Department of Special Education
University of New Mexico
Albuquerque, New Mexico 87131

Tel: 800-831-6134 or 505-277-5018
Fax: 505-277-7228

The Outreach Alliance 2000 Project works with several subcontractors. These individuals also provide assistance in planning programs and writing proposals. The Native American subcontractor is:

Mr. Jim Green
Sisseton-Wahpeton Community College
Sisseton, South Dakota 57262

Tel: 605-698-7879
Fax: 605-698-3132

TRIBAL COLLEGES

The Division of Personnel Preparation is especially interested in applications from tribal colleges since these institutions are in a unique position to recruit, train, and retain Native American personnel as well as develop culturally appropriate materials and methods for teaching Native American children.

DPP also welcomes applications which propose connections between tribal colleges and other institutions of higher education. These joint programs could be designed to promote the transfer of credit from 2-year to 4-year institutions, to develop programs at the tribal college by joint faculty arrangements or other forms of cooperation. For example, a tribal college could develop an associate degree occupational therapy with expertise and

assistance from a 4-year instiution that has an OT program. The cooperating colleges could also develop procedures for students to transfer to the 4-year college is the student wished to pursue a bachelor's or higher degree.

DPP could also support a collaborative program for faculty development in special education or related services under its leadership or special projects competition.

This listing of projects was compiled in the hope that readers would make use of the ideas and information to improve existing programs and to establish new ones. The project directors and I welcome feedback and the opportunity to enter into dialogue with interested readers. The staff of each project has materials and expertise to share and would like to hear of resources that others have. I am also available to discuss ideas for grants, requirements of DPP, and I would be happy to put you in contact with others who might be doing similar training.

NOTE: Projects are organized into Native American Projects and Projects Benefitting Native Americans.

TABLE I

FUNDING ANALYSIS OF NATIVE AMERICAN PROJECTS*
NEW AND CONTINUATION PROJECTS
1981 - 1993

FY	TYPE	NUMBER	AMOUNT	DPP BUDGET	% OF DPP BUDGET
1981	Native American Projects	3	$ 327,000	41,561.000	.78
1982	Native American Projects	9	492,635	48,225.000	1.02
1983	Native American Projects	11	666,507	49,256,000	1.35
1984	Native American Projects	10	622,507	55,532,000	1.12
1985	Native American Projects	9	766,748	61,000,000	1.26
1986	Native American Projects	10	976,631	61,248,000	1.59
1987	Native American Projects	14	1,405,437	67,730,000	2.07
1988	Native American Projects	14	1,386,283	66,410,000	2.08
1989	Native American Projects	11	1,062,945	67,095,000	1.58
1990	Native American Projects	11	937,175	71,000,000	1.32
1991	Native American Projects	13	959,884	79,048,000	1.21
1992	Native American Projects	18	1,623,427	101,800,000	1.65
1993	Native American Projects	16	1,752,206	90,122,537 12,400,000 PAR**	1.70

* Project expressing an interest in recruiting Native Americans.
** PARENTS

TABLE II

STATES WITH MORE THAN 10,000 OR 1% NATIVE AMERICAN PUBLIC SCHOOL CHILDREN

State	Number of Indian Public School Children	Indian Public School Children as % of all Public School Children
1. Oklahoma	62,877	10.6
2. Arizona	32,607	6.1
3. California	30,645	.7
4. Alaska	27,070	25.1
5. New Mexico	24,529	8.7
6. North Carolina	18,449	1.7
7. Washington	17,513	2.3
8. Michigan	12,777	.8
9. Minnesota	10,667	1.5
10. South Dakota	9,535	7.6
11. Montana	8,433	5.5
12. Wisconsin	7,678	1.0
13. Oregon	7,638	1.7
14. Utah	6,240	1.5
15. North Dakota	5,935	5.0
16. Colorado	5,584	1.0
17. Nevada	3,708	2.3
18. Idaho	2,709	1.3
19. Nebraska	2,671	1.0
20. Wyoming	1,918	1.9

Digest of Educational Statistics, 1990 National Center for Educational Statistics, U.S. Department of Education.

From: Table 37 Enrollment in Public, Elementary and Secondary Schools by level and state, Fall 1986, and Table 43 Enrollment in Public, Elementary and Secondary Schools, by race or ethnicity and State, Fall 1986.

TABLE III

FUNDING ANALYSIS OF PROJECTS RECRUITING NATIVE AMERICANS**
NEW AND CONTINUATION PROJECTS
1981 - 1993

FY	TYPE	NUMBER	AMOUNT	DPP BUDGET	% OF DPP BUDGET
1981	Recruiting Native Americans	8	$ 490,245	41,561.000	1.17
1982	Recruiting Native Americans	4	133,245	48,225.000	.27
1983	Recruiting Native Americans	10	610,021	49,256,000	1.24
1984	Recruiting Native Americans	13	826,578	55,532,000	1.49
1985	Recruiting Native Americans	20	1,516,495	61,000,000	2.49
1986	Recruiting Native Americans	17	1,271,849	61,248,000	2.08
1987	Recruiting Native Americans	12	982,430	67,730,000	1.45
1988	Recruiting Native Americans	6	554,138	66,410,000	.83
1989	Recruiting Native Americans	7	589,302	67,095,000	.88
1990	Recruiting Native Americans	9	713,097	71,000,000	1.01
1991	Recruiting Native Americans	11	961,479	79,048,000	1.21
1992	Recruiting Native Americans	16	1,623,427	101,800,000	1.59
1993	Recruiting Native Americans	30	3,375,233	90,122,537 12,400,000 PAR*	3.29

** Project expressing an interest in recruiting Native Americans or that benefit Native Americans

* PARENTS

NATIVE AMERICAN PROJECTS

FY 91, 92, 93

BY STATE

NATIVE AMERICAN PROJECTS 93

H029B20078 93	UNIV OF ARIZONA	S-L,AUD,LR E		NAT,MIN	103495	104 SPEECH BUILDING	TUCSON	AZ	85721	GLATTKE, TED	6026211644
H029B20092 93	NORTHERN ARIZONA UNIV	GEN		NAT,RUR,MI N	119164	BOX 5774,	FLAGSTAFF	AZ	86011	MILLER, SUSAN	6025233221
H029B30168 93	NORTHERN ARIZONA UNIV	GEN,BIL,LR E		MIN,HISP,N AT,RUR	119999		FLAGSTAFF	AZ		MINNER, SAM	
H029B10101 93	HUMBOLDT ST UNIV	APE	MS	NAT	71809	P.O. BOX 1185	ARCATA	CA	95521	HOPPER, CHRIS	7078263853
H029A20082 93	UNIV OF KANSAS	SEV,MH	MS,CER T	NAT,RUR	118879	3001 DOLE BUILDING	LAWRENCE	KS	66045	GUESS, DOUG	9138644954
H029B20116 93	UNIV OF KANSAS	GEN,HI,S-L ,AUD	MS,CER T	NAT,RUR	145043	3031 DOLE CENTER	DOUGLAS	KS	66045	WILCOX, KIM	9138640630
H029E30063 93	STANDING ROCK COLLEGE	GEN,PARA	AA,BA	NAT	118671	HCI PO BOX 4	FORT YATES	ND	58538	IRON, LINDA	7018543861
H029K30206 93	LITTLE HOOP COMMUNITY COLLEGE	GEN	AA,BA	NAT	125000	PO BOX 269	FT TOTTEN	ND	58335	LONGIE, ERICH	7017664415
H029F10049 93	SAN JUAN COLLEGE	GEN,S-L,BI L,PARA,REL A		MIN,HISP,N AT,RUR	63317		FARMINGTON	NM	87402	WORKMAN, SUSAN	5055990207
H029M10030 93	SW COMMUNICATION RESOURCES, INC.	PAR		NAT	140423	P. O. BOX 788	BERNALILLO	NM	87004	KLINE, PAUL	5058673396
H029E20055 93	AMERICAN INDIAN RESOURCE CENTER	GEN		NAT	125734	3 PLAZA SOUTH	TAHLEQUAH	OK	74464	YOUNG, WATHENE	9184565581
H029B20128 93	PENNSYLVANIA ST UNIV	GEN		NAT	106120	118 BARBARA BUILDING-II	UNIVERSITY PARK	PA	16802	GAJAR, ANNA	8148632284
H029D10007 93	PENNSYLVANIA ST UNIV	GEN		NAT	74440	248 CALDER WAY, SUITE 300	UNIVERSITY PARK	PA	16801	GAJAR, ANNA	8148632284
H029E30101 93	SINTE GLESKA	PARA		NAT	107371			SD		HACKETT, GEORGIA	6057472263
H029B20049 93	UNIV OF UTAH	GEN		NAT	91289	221 MILTON BENNION HALL	SALT LAKE CITY	UT	94112	WELLER, CAROL	8015813189
H029B20045 93	WASHINGTON ST UNIV	S-L		NAT	121452	PULLMAN WHITMAN COUNTY	PULLMAN	WA	99164	FRANKS, RICHARD	5093354525
*** Total ***					1752206						

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DPP Native American Projects

Institution: Northern Arizona University
Center for Excellence in Education
Box 5774
Flagstaff, Arizona 86011

Project Director: Susan Miller
Telephone Number: (602) 523-3221
Competition and Title: Preparation of Personnel for Careers in Special Education

Project Number: HO29B20092
Amount: $117,868
Grant Period: 6-15-92 through June 15, 1995

Sixty students will be selected to receive training in special education. Students will receive this training in a special on-site program in Kayenta, Arizona. The training is designed to prepare students to provide high quality services to children in rural areas. Students will also be trained to work with minority youngsters and to deliver services in a collaborative model. Students will live in Kayenta (a very remote community on the Navajo Indian Reservation). A professor of special education will also live in the community. Students will work in the classrooms for three hours per day and take classes for four hours per day. Numerous faculty members from Northern Arizona University will deliver classroom instruction to the students in Kayenta. Special support personnel (e.g., multicultural counselor) will also deliver services to students on-site. Students will be assigned to host families in the community to further instruct them in the cultural attributes of the people in the area.

NORTHERN ARIZONA UNIVERSITY: Careers in Special Education Project, FY 1993

OSEP Division of Personnel Preparation (H029Q30168)

PREPARATION IN MULTICULTURAL EDUCATION, RURAL EDUCATION, AND THE REGULAR EDUCATION INITIATIVE

Flagstaff, AZ -- Sixty students will be selected to receive training in special education through this project. They will be trained in an on-site program and will have preparation in multicultural education, rural education, and principles of the regular education initiative.

Fifteen students per year (for four years) will live and work in two settings -- Tuba City and Yuma, Arizona. While living in these locations, students will work four hours per day, five days per week, in local schools. Tuba City is located on the Navajo Indian Reservation and serves American Indian children (both Navajo and Hopi). Approximately 93 percent of the students in Tuba City are American Indian. Yuma is in extreme southwest Arizona and primarily serves Hispanic children. Approximately 65 percent of the students in the Yuma area are Hispanic.

Students will complete their teacher training programs in the afternoons, using a combination of training approaches, including an on-site teacher trainer, frequent visits by regular Northern Arizona University special education faculty, and use of a microwave instructional television program linking satellite campuses with the home campus of the university.

At the end of the project, students will be fully certified in learning disabilities, emotional disabilities, mental disabilities, and regular education. By the time they graduate from the program, they will have had more than 600 hours of supervised experience with Hispanic and American Indian students, will have experienced and have had formal training in the delivery of special education services to rural and remote areas and will have had considerable experience and training in aspects of the regular education initiative and full inclusion.

CONTACT: Department of Educational Specialties, College of Education, C. U. Box 5774, Northern Arizona University, Flagstaff, AZ 86011-5774.

DPP Native American Projects

Institution: University of Arizona
Department of Speech and Hearing Sciences
104 Speech Building
Tucson, Pima County, Arizona 85721

Project Director: Theodore J. Glattke
Telephone Number: (602) 621-1644
Competition and Title: Preparation of Personnel for Careers in Special Education

Project Number: H029B20078
Amount: $103,495
Grant Period: 7-1-92 through 6-30-95

The Department of Speech and Hearing Sciences at The University of Arizona requests financial assistance to support an American Indian Professional Training Program in Speech-Language Pathology and Audiology (AIT). The AIT program is designed to prepare American Indian personnel to meet the needs of unserved and underserved American Indian children who have communication disorders. The principal objectives of the program are to recruit, retain and provide education to American Indian men and women in the fields of speech-language pathology or audiology.

Students will be recruited into the program as early as the junior year in college. The project will employ retention strategies that include a proactive academic assistance program and American Indian support services at The University of Arizona. AIT participants will follow a plan of study to enable them to complete all coursework and practicum requirements specified by the American Speech-Language-Hearing Association for clinical certification as speech-language pathologists or audiologists.

The educational program is integrated into the Department of Speech and Hearing Sciences at The University of Arizona, yet is enhanced by adaptations to the academic curriculum and clinical experiences consistent with the needs of American Indians. For example, in addition to typical urban clinical sites, clinical practicum will be provided at American Indian reservation sites under supervision of the program staff.

The AIT is in its thirteenth year of operation. It has achieved national recognition for its special features. Sixteen American Indian students have received M.S. degrees under this program. All graduates are providing services to American Indian clients in settings throughout the country.

The University of Arizona has committed substantial financial support to the project and will provide funds for a full-time clinical instructor to serve as AIT Program Coordinator. The current proposal requests additional support for continuation of the program with an enrollment of eight students per year. Because of a high retention rate, nine additional students are expected to complete M.S. degree requirements by the close of the proposed funding cycle. The proposal retains the focus and successful features of the program as funded in the past and elaborates on efforts to improve the project and improve coordination with other projects of a similar nature

The project responds to the following competitive priorities described under CFDA No. 84.029B:

1. Utilization of innovative recruitment and retention strategies;
2. Promotion of full qualifications for personnel serving infants, toddlers, children and youth with disabilities;
3. Training personnel to work in rural areas;
4. Improving services for minorities; and
5. Training minority personnel.

DPP Native American Projects

Institution: Humboldt State University
P.O. Box 1185
Arcata, California 95521

Project Director: Christopher Hopper
Telephone Number: (707) 826-3853
Competition and Title: Special Educators: Promoting full qualifications for Rural Adapted Physical Educators recruiting existing teachers including Native Americans.

Project Number: H029B10101
Amount: $67,489
Grant Period: 9/1/91 - 9/31/94

ABSTRACT

Humboldt State University's program will prepare personnel to serve as adapted physical educators in rural areas who teach and consult in all aspects of motor development, including perceptual motor skills, physical fitness and sports, games, and aquatics skills. This proposal is for a three-year period and is a preservice competency based program at the master's degree level. The program will include the coursework for the California Adapted Physical Education Credential and therefore provide full qualifications according to state standards. The program will recruit teachers including Native Americans who have made a commitment to a specific rural area. Students will complete core classes in applied research, an emphasis in rural adapted physical education, and a consultation and collaboration skills component. The program focuses on the direct benefit of physical education in addressing the motor and physical needs of disabled individuals in California. Agencies and educational organizations which deliver educational services in the least restrictive environment will be selected as field experience sites. The regional need for adapted physical educators who can deliver direct service and consult is well documented. Students will receive training through evening, weekend, interim, and summer institute programs.

DPP Native American Projects

Institution: University of Kansas
Department of Special Education
3001 Dole Building
Lawrence, Kansas 66045

Project Director: Dr. Doug Guess
Telephone Number: (913) 864-4954
Competition and Title: Training Personnel to Serve Low-Incidence Disabilities

Project Number: H029A20082
Amount: $118,879
Grant Period: 8-1-92 through 7-31-96

The availability of certified teachers to provide educational services to children and youth with low incidence disabilities, severe, profound, and multiply handicapping (SPMH) conditions, remains a serious personnel problem in Kansas, especially so in rural areas of the state and with Native American persons. This proposal is a request to assist the preservice training at the University of Kansas to prepare fully certified teachers for children and youth with severe and profound disabilities in rural areas of the state lacking fully certified teachers and to prepare qualified Native Americans to be teachers of children and youth with severe and profound disabilities. The project is also designed to increase the number of classrooms throughout the state that can serve as practicum sites for teachers seeking full certification. The statement of expected impact on present and projected need, capacity of the institution, the plan of operation, the evaluation plan, and budget and cost effectiveness described in this proposal thus relate to the following four project goals:

GOAL 1: Continue and maintain the teacher certification and/or Masters degree program in the Severe, Profound, Multiply Handicapped (SPMH) Area of Special Education.

GOAL 2: Make the certification program available to prospective and provisionally certified teachers who live in primarily rural areas beyond driving distance of the university campus through the use of long distance learning technology, such as interactive television transmissions and multimedia presentation of course materials

GOAL 3: Strengthen the liaison between the university teacher training program and school districts across the rural areas of the state in order to increase the number of practicum sites that represent state-of-the-art practices and philosophies.

GOAL 4: Recruit and train Native American students to receive provisional, then full, certification in the Severe, Profound, Multiply Handicapped (SPMH) Area of Special Education through support initiated at the undergraduate level and continued through the completion of graduate work required for full certification.

The first two goals are based upon a well documented shortage of certified teachers in the SPMH area, especially in rural areas of the state, who need additional course work to meet full certification requirements and standards. Goal 3 is included to increase the number of practicum sites available across the rural areas of the state that can provide exemplary training experiences for teachers who are seeking full certification requirements. As a by-product of this goal, we hope also to improve the quality of many community-based programs that now serve students with severe, profound, and multiply handicapping conditions. Goal 4 addresses the critical shortage of Native Americans in the teaching profession, particularly in the area of Special Education.

The proposal details activities that will occur to meet the four goals, and provides an evaluation plan that assesses teacher outcome performance during, and upon completion of their training, staff efficiency in delivering training to the teachers, and the quality of course work and practica offered in the SPMH program. Resources that will be tapped for this project are described, and additional resources needed to meet the goals are presented and justified.

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DPP Native American Projects

Institution: University of Kansas
Speech, Language, Hearing
3031 Dole Center
Lawrence, KS 66045

Haskell Indian Junior College
Natural & Social Sciences
Lawrence, KS 66046

Project Directors: Marvin Hunt (UK) and Dan Wildcat (HIJC)
Telephone Number: (913) 864-0630 (913) 749-8428
Competition and Title: Special Educators -Native American Training Program in Speech Pathology

Project Number: H029B 20016
Amount: $112,930
Grant Period: 8-16-92 to 8-15-96

ABSTRACT

This proposal describes a training program for Native American speech-language pathologists and audiologists. The project has three primary goals: **recruit Native Americans into speech and hearing careers, provide an interdisciplinary training program for undergraduate and graduate students, and develop an academic support system to enhance student retention.** The program relies on the Department of Speech-Language-Hearing and its relationship with Haskell Indian Junior College for purposes of recruitment as well as its relationship with the Department of Hearing and Speech at the University of Kansas Medical Center for graduate training. Typical student trainees will complete two years of work at Haskell and four years (two undergraduate and two graduate) at the University of Kansas. Federal assistance is requested for stipends, tuition and program staff.

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DPP Native American Projects

Institution: San Juan College

San Juan, New Mexico

Project Director: Susan Workman
Telephone Number: (505) 326-3311
Competition and Title: Paraprofessional Training - Native American, Rural Emphasis - Associate's Degree

Project Number: H029F10049
Amount: $59,720
Grant Period: 9-1-91 to 8-31-94

ABSTRACT

The purpose of the proposed project is to provide training for paraprofessionals who offer support services to children with special needs in our rural, culturally diverse area of New Mexico. Participants will include area public school and Head Start educational assistants who currently have little or no training. Specific objectives include:

(a) to improve performance and productivity of paraprofessionals by providing training in competency areas identified by both the New Mexico State Department of Education and by area professionals.

(b) to affect the quality of N.M. Special Education Programs by addressing "resolvable barriers with a high impact on excellence." Barriers include educating culturally different children, and staff training regarding children with disabilities and methods of accommodating their exceptionalities.

(c) to provide an intensive summer training program which will integrate theory with practice in working with young, language delayed, culturally different children.

(d) to facilitate the integration of related services personnel into classroom settings by providing experiences in working and planning as part of an educational team.

In order to address these objectives, training will be provided through college coursework which applies to an Associate of Arts Degree with a concentration in Special Education. Paraprofessionals who are in need of training will enroll in evening courses or in extension courses offered on the Navajo, Jicarilla Apache and Ute Mountain Ute Reservations. Students will receive stipends to pay the costs of tuition, fees and textbooks.

In addition, the project will operate a comprehensive summer workshop, including college coursework and supervised practicum experiences. Students will receive hands on experience working with four through six year old language delayed cultural minority children. The practicum setting is a new state of the art laboratory preschool operated by San Juan College's Early Childhood Education program. Intensive team work and daily observational feedback to students will provide key learning experiences.

The project expects to enroll 20 related services personnel each year who will complete 20-22 college credits including a minimum of 3 credits of supervised field experience. Project evaluations will include measured improvement on more than 30 specified competencies directly related to students' capabilities in working with children with disabilities and language delays.

DPP Native American Projects

Institution: Southwest Communication Resources, Inc.
P.O. Box 788
Bernalillo, New Mexico 87004

Project Director: ~~Norman Segel~~ Rosemary Silversmith
Telephone Number: (505)867-3396
Competition & Title: Parent Training: Parent Training and Information Centers

Project Number: H029M10030
Amount: $128,803
Grant Period: 8-1-91 through 7-31-94

The U.S. Department of Education has prioritized the need for parent training that addresses the special problems and service needs of culturally diverse populations. American Indian children with special needs comprise a distinct cultural group for whom continuity and coordination of educational services is particularly difficult. These difficulties frequently result from culturally inappropriate service models used by education professionals. Therefore, it is essential that Indian families and service providers strive to develop strategies that effectively improve Indian family access to services for their children.

Although many schools and organizations provide educational opportunities for parents, they frequently do not have the specialized expertise or resources needed to address the unique ethnic and cultural issues of minority group populations. The EPICS Project (Education for Indian Parents of Children with Special Needs) has two primary goals which are the basis for the proposed activities. The proposed project will:

1. assist American Indian parents of infants, toddlers, children and youth with disabilities to participate more fully and effectively with professionals in meeting the educational needs of their children; and

2. enhance the capability of institutions and organizations to involve Indian parents in their children's educational programs.

This proposal seeks to expand the EPICS Project's national outreach services to both urban and rural Indian families whose children and youth have disabilities. A logical and necessary extension of the project will be to develop a cadre of 40 Indian "Parent Leaders" who will be available to work with Indian parents and service providers throughout the country.

LITTLE HOOP COMMUNITY COLLEGE: Special Project, Fiscal 1993

OSEP Division of Personnel Preparation (H029K30206)

A COOPERATIVE PROGRAM TO PREPARE NATIVE AMERICANS FOR SPECIAL EDUCATION CAREERS

Fort Totten, ND -- There are acute shortages of special education teachers on North Dakota's reservations. A major reason for this shortage has been a reluctance among personnel to move to the reservations, which are geographically isolated and culturally different. Currently, on three North Dakota reservations, representing 75 percent of the state's Native American population, there are only seven Native Americans with special education certification.

Native American graduates are an exception to this rule. Most Native American students are willing to take positions on reservations.

Minot State University operates the state's largest special education training program but has few Native Americans who are special education majors. Minot State University and North Dakota's Tribal Colleges currently operate several cooperative programs in other disciplines, and these Tribal College programs have dramatically increased the number of Native Americans working toward four-year degrees.

This project will implement a cooperative program in special education between Minot State University and three Tribal Colleges. The program will increase the number of Native Americans with North Dakota special education teaching certificates.

CONTACT: Erich Longie, Department of Education, Little Hoop Community College, P.O. Box 269, Fort Totten, ND 58335; 701/766-4415.

STANDING ROCK COLLEGE: Minority Institutions Project, FY 93

OSEP Division of Personnel Preparation H029E30063 (Minority93/ND)_____

TRIBAL COLLEGE SPECIAL EDUCATION TEACHER PREPARATION PROGRAM

Fort Yates, ND -- This project provides Standing Rock College with the capability of implementing a special education teacher training program. Chartered by the Standing Rock Sioux Tribe, this college serves the Standing Rock Reservation and surrounding areas of North and South Dakota. The project focuses on the preparation of Native American teachers to serve Native American children and youth in both rural and urban settings.

The tasks to be achieved are as follows:

- Initiate and evaluate a preservice special education teacher training program in order to reduce the shortage of minority teachers who serve students with disabilities;
- Recruit, retain, and place special education teachers, with priority given to Native American candidates and to settings that serve Native American children;
- Provide a 30-unit special education preparation program that includes sensitivity and understanding of ethnicity and second language acquisition;
- Develop and coordinate both reservation and non-reservation practicum sites for field work experience;
- Disseminate program information, activities, and outcomes to other tribal colleges and rural colleges at state, regional, and national levels; and
- Maintain cooperative agreements and technological support with Minot State University and other members of the North Dakota College System for continued student matriculation and faculty support until the program is fully established.

The project will recruit Native American candidates into education and also provide a career ladder for capable Native American teachers' aides who have not been able to pursue higher training because of the lack of accessible programs. During the four-year project period, 30 teachers will become credentialed in special education and North and South Dakota. The reservation to be served lies in both states and the college draws students from an extensive, mostly rural area. The program will allow admission to Minot State University's graduate program in learning disabilities. An additional 30 aides will also complete course competencies that are required to meet state law. Financial support will be provided to students in special education teacher training.

The Standing Rock (Lakota) Tribal Council, the college administration, and the lay and professional community strongly support this project, a necessary prerequisite to successful student and faculty recruitment and retention.

CONTACT: Linda Iron, Education Program, Standing Rock College, P.O. Box 450, Fort Yates, ND 58538.

DPP Native American Projects

Institution: American Indian Resource Center
3 Plaza South
Tahlequah, Oklahoma 74464

Project Director: Wathene Young
Telephone Number: (918) 456-5581
Competition and Title: Training Personnel for the Education of Individuals with Disabilities

Project Number: H029E20055
Amount: $124,178
Grant Period: 7-92 through 6-95

The American Indian Resource Center, Tahlequah, Oklahoma, in cooperation with Northeastern State University, Tahlequah, and the Cherokee Nation is making application to the U.S. Department of Education, Office of Special Education Programs for funds under CFDA No. 84.029B, to prepare personnel for careers in special education, Absolute Priority.

2. The applicant proposes to prepare a minimum of twenty-six special education teachers of American Indian descent for careers as teachers of children with disabilities: learning disabled, mentally handicapped and emotionally disturbed. Academic preparation and practicum experiences will focus on serving American Indian children with disabilities.

The name of the project will be the Tsa La Gi Project for Preparing American Indian Special Education Personnel and will be referred to throughout this proposal as the Tsa La Gi Project. Tsa La Gi means Cherokee, or The People.

The applicant meets the following competitive priorities (see Impact on Needs and Plan of Operation sections):

1. **Innovative recruitment and retention strategies** (see Capacity of Institution section).

2. **Promoting full qualifications for personnel serving children and youth** (see Plan of Operation section).

3. **Training personnel to work in rural areas** (rural schools in eastern Oklahoma, see Needs and Plan of Operation sections).

4. Training personnel to provide transition assistance from school to adult roles (area of emphasis in preparatory program, see Plan of Operation section).

5. Improving services to minorities (American Indians, see Needs and Plan of Operation sections).

6. Training minority personnel (American Indians, see Needs and Plan of Operation sections).

DPP Native American Projects

Institution: Southwestern Oklahoma State University
100 Campus Drive
Weatherford, Oklahoma 73096

Project Director: William David
Telephone Number: (405)774-3144
Competition and Title: Special Educators: Preparation of Personnel for Careers in SED

Project Number: H029B10170
Amount: $74,166
Grant Period: 8-15-91 through 8-14-94

This proposed project from the Special Education Program at Southwestern Oklahoma State University is designed to recruit and prepare fully certified teachers of the seriously emotionally disturbed (SED) to provide educational services to these pupils.

The major goals of the project emerge from the needs assessment data which are 1) to increase the quantity of project graduates certified in the area of seriously emotionally disturbed (SED); 2) to emphasize the recruitment of Native Americans and other minorities, disabled adults, and unemployed regular classroom teachers; and 3) to insure a high degree of quality training for project trainees. To accomplish these goals the following objectives will be addressed:

1) The quantity of SED certified teachers will increase by utilizing specific recruitment procedures.

2) The quantity of Native Americans and other minorities will increase by utilizing specific recruitment procedures.

3) The quality of training and of graduates will be improved by utilizing 19 different components (outcomes) with specific activities assigned to each component (outcome).

The expected benefits of this project will be seen through the accomplishment of the three goals, i.e., 1) an increase in the number of SED certified teachers to serve in rural western Oklahoma (47 project supported teachers), 2) the institutionalization of a quality SED training program, and 3) an increased number of Native Americans and other minorities, as well as disabled teachers, to serve in LEA's with high minority populations.

DPP Native American Projects

Institution: Pennsylvania State University
248 Calder Way, Suite 300
University Park, PA 16801 Centre

Project Director: Charles L. Hosler
Telephone Number: (814) 865-2516
Competition and Title: Preparation of Personnel for Careers in Special Education: American Indian Special Education Teacher Training Program
Project Number: H029B20128
Amount: $108,290
Grant Period: 6-1-92 through 5-31-96

The program described in this application is designed to renew the work established at The Pennsylvania State University. With the assistance of a U.S. Department of Education Program Assistance Grant, 28 American Indian (AI)-students have (funding ended December 31, 1991) participated in a Master of Education degree program in Special Education. This application is designed to continue and, based on experience, improve personnel preparation of AI general special educators. Project prepared participants have and will provide direct services to handicapped AI students and work with classroom teachers serving these students in the mainstream. Unique aspects of the training program enable AI special educators to provide assistance to other professionals in the field and administer model programs.

Special features of the program are (a) seminars to integrate the standard curriculum with AI cultural knowledge; (b) guest lecturers and direct contact with Bureau of Indian Affairs (BIA) and The Council for Exceptional Children (CEC) officials, for the purpose of becoming familiar with studies and concerns of AI handicapped educators; (c) classes and readings on AI education; and (d) extensive practicum with handicapped children in mainstream and integrated settings. Required core courses focus on problems of research with handicapped groups and human rights for the handicapped, as well as a seminar in special education emphasizing AI handicapped children.

Specifics of the program include (a) a 4-year renewal of the program, June 1992-May 1996; and (b) the awarding of 16-20 Master of Education degrees to AI students in Special Education.

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Special Education, in conjunction with the nationally recognized AI Leadership Program at Penn State, commits itself in this program to the needs of AI handicapped children. The criteria for this commitment are (a) the current and continuing need for AI special educators who can work with AI handicapped children; (b) the skills, interests and resources of the faculty which in combination provide a training program of excellence; and (c) the positive impact of this program in terms of expenditure of resources within this area of expertise.

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DPP Native American Projects

Institution: Pennsylvania State University
Department of Education & School
Psychology and Special Education
226-B Moore Building
University Park, Pennsylvania 16801

Project Director: Anna Gajar
Telephone Number: (814) 863-2284
Competition & Title: Leadership Training: American Indian Special Education Leadership Training Program

Project Number: H029D10007
Amount: $62,996
Grant Period: 6-1-91 through 5-31-96

This project will provide training for 4 American Indian (AI) students over a 5 year period in the doctoral program in Special Education at Penn State. It is anticipated that a student entering the program should complete the Ph.D. requirements in a 4 year period. Related Objectives include:

a) the synthesis of what is currently known and practiced in Special Education and AI education,
b) development of research proposals dealing with AI special education,
c) conduct research in the area,
d) disseminate findings, and
e) the acquisition of skills for quality teacher training.

Two students per year will be awarded stipends of $800 per month with additional support for dependents, textbooks, travel and tuition.

SINTE GLESKA UNIVERSITY: Minority Institutions Project, FY 93

OSEP Division of Personnel Preparation H029E30101 (Minority93/SD)

PREPARATION OF LAKOTA PERSONNEL

Rosebud, SD -- Through its Department of Education, Sinte Gleska University will use federal funds to initiate an Associate of Arts degree and Bachelor of Arts degree in Special Education. This project has three objectives:

* To increase the number of Lakota people trained as paraprofessionals in special education;

* To increase the number of Lakota people trained as special education teachers; and

* To increase the number of Lakota teachers with a special education endorsement.

This project meets a pressing need. Tribal leaders and educators estimate that more than 25 percent of American Indian children have been adversely affected by fetal alcohol syndrome and fetal alcohol effect -- the major cause of mental retardation. While many programs have been initiated to reverse this trend, what has been seriously lacking is the training of personnel to work with the children who are already in the school systems without appropriate interventions.

The project addresses two overlapping problems: the lack of qualified personnel and the lack of qualified personnel from historically under-represented racial/ethnic groups. These are problems not only on the Rosebud Reservation, but also across the state and region.

At the end of the five-year grant period, it is expected that 18 certified Lakota teachers and teacher technicians will be available to work with special needs children on the Rosebud Reservation and surrounding areas in the region. It is also expected that the project will produce data on culturally appropriate strategies and educational models for the exceptional child.

CONTACT: Georgia Hackett, Department of Education, Sinte Gleska University, P.O. Box 490, Rosebud, SD 57570; 605/747-2263.

DPP Native American Projects

Institution: University of Utah
221 Milton Bennion Hall
Salt Lake City, Utah 94112

Project Director: Carol Weller
Telephone Number: (801) 581-3189
Competition and Title: Training Personnel for the Education of Individuals with Disabilities: Master's in Special Education: Native American Specialization Prepare Special Educators to educate Native American students with disabilities.
Project Number: H029B20049
Amount: $91,289
Grant Period: 7-1-92 through 6-30-95

The Department of Special Education at the University of Utah seeks funds to develop and implement a Masters in Special Education: Native American Emphasis to prepare special educators to teach Native American students who are disabled. This program will significantly increase the number of Indian and non-Indian special education teachers with competencies for teaching Native American students who are learning disabled, behavior disordered, and mildly mentally retarded in the State of Utah and surrounding reservations.

Throughout the three years of project operation, 36-45 candidates will be admitted to the Masters program. Three content courses will be developed and taught during summer quarters of the project. One field study experience will be developed and taught during the academic year. One introductory course currently offered by the Department of Educational Studies will be modified for inclusion in the program and will be cross-listed. All courses will be tailored to the situations in which students seeking the degree will teach Native American children and youth.

The proposed project is congruent with needs of Native Americans with disabilities that have been expressed in the professional literature. The program responds to departmental, state, regional, and national needs to infuse knowledge about tribal traditions and culture into the areas of curriculum modification, professional collaboration/transition, and assessment.

The project will be guided by three objectives. These objectives are as follows:

I. Over the three years of project operation, recruit and train 36-45 Indian and non-Indian special education masters degree candidates from targeted Indian reservations and other communities serving large numbers of American Indian children and youth.

II. Design, develop and implement a model masters degree program in special education that will prepare program graduates to assume roles as teachers and leaders in the education of Native Americans with disabilities.

III. Disseminate the model and project results nationally and within the state of Utah.

DPP Native American Projects

Institution: Washington State University
Dept. of Speech and Hearing Sciences
Pullman, Wa. 99164-2420

Project Director: J. Richard Franks
Telephone Number: (509) 335-4525
Competition and Title: Native Americans and Communication Disorders: A Personnel Training Project
Project Number: H029B20045
Amount: $121,249
Grant Period: 8-16-92 through 8-15-95

Native American speech-language and hearing pathologists are needed to provide services and leadership in meeting the needs of Native American infants, toddlers, children and youth with speech, language and hearing problems. This need is based on the high incidence of communication disorders experienced by Native Americans as compared to the general population, the inadequate services currently provided, and the shortage of professionally trained Native American personnel, especially personnel providing leadership roles.

The shortage of Native American professionals in communication disorders appears to be due to the barriers (financial, educational and psychosocial) faced by Native Americans in higher education. Possible solutions to these difficulties include the structuring of multiple support services to reduce the specific problems stemming from these barriers.

This project requests renewed funding to provide financial, educational and psychosocial support to Native American students in the field of speech-language and hearing pathology. The goal of the project is to provide preservice professional and leadership training for Native American participants through the master's degree. Other non-Indian students in speech-language pathology and audiology will also receive training in unique aspects of service to multi-cultural populations, particularly Native Americans.

Financial assistance consisting of tuition payments, monthly stipends, and dependency allowances will be provided to the trainees. Educational and psychosocial support will include services not currently available to non-Indian majors such as tutorial sessions to supplement coursework in major classes, short term training in study skills and time management, and special courses emphasizing Native American issues in communication disorders. Leadership skills will also be developed through special training.

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Existing support services on campus, including the Native American Counseling Center, the Student Advising and Learning Center, and the Writing Lab will be used in coordination with the special aspects of the training program.

The Project Coordinator will organize the recruitment and selection procedures of the Native American participants, advise the students as they complete the coursework in the communication disorders training program, and coordinate all financial, educational and psychosocial support services. A quarter-time support assistant and two graduate teaching assistants will assist the coordinator in providing educational and psychosocial assistance to the trainees. Program evaluation will involve assessment of the program by the students, instructors and outside evaluators.

The project period is three years and will be an extension of the successful training program previously funded by the U.S. Department of Education. Since June 1, 1986, W.S.U. received two personnel training grants from the U.S. Department of Education to provide major support for two consecutive projects directed at training Native Americans to meet the needs of communicately disordered individuals in the Native American population. The success of the project is suggested by the fact that, during the last three-year project period, 100% of the undergraduate and graduate students were retained.

Anticipated benefits include meeting the need for preparing minority professionals so that they may:

1. more successfully provide much needed services to communicatively handicapped Native Americans, and

2. become leaders and professional role models. Additionally, through formal and informal research by students and faculty new insights, understanding and knowledge regarding the education and training of Native Americans will be acquired and communicated to other programs.

PROJECTS RECRUITING OR BENEFITTING NATIVE AMERICANS

FY 91, 92,93

BY STATE

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DPP PROJECTS RECRUITING NATIVE AMERICANS 93

029A30005 3	UNIV OF ARIZONA	VI, MH	MS, CERT	HISP,NAT,RUR,RUR	122042	COLLEGE OF EDUCATION, ROOM 405	TUCSON	AZ	95721	HEAD, DANIEL	6026217822
029B20141 3	UNIV OF ARIZONA	SEV,SED,LD,ASST-DEV,BIL,TRAN,TECH		MIN,HISP,NAT,RUR	125399		TUCSON	AZ	85721	BOS, CANDACE	6026217822
029D20069 3	UNIV OF ARIZONA	BIL,RES,ADM		MIN,HISP,NAT	122578		TUCSON	AZ	85721	CHYALFANT, JAMES	6026213240
029D30044 3	UNIV OF ARIZONA	ADM		MIN,NAT	123479		TUCSON	AZ	85721	CHALFANT, JAMES	6026217822
029F10038 3	UNIV OF ARIZONA	VI,OM,MH,SEV		MIN,HISP,NAT,RUR	101034	COLLEGE OF EDUCATION, ROOM 405	TUCSON	AZ	85721	HEAD, DANIEL	6026217822
029Q10040 3	ARIZONA ST UNIV	S-L,BIL,PAR		MIN,HISP,NAT	113898	OFFICE OF RESEARCH DEVELOPMENT	TEMPE	AZ	85287	WILCOX, JEANNE	6029659397
029Q20071 3	UNIV OF ARIZONA	GEN,TECH,RELA		MIN,HISP,NAT,RUR	111350		TUCSON	AZ	85721	MCCARTHY, JEANNE	6026213248
029M10032 3	PARENTS HELPING PARENTS, INC.	PAR		NAT	220000	535 RACE STREET/SUITE 220	SAN JOSE	CA	95126	POYADUE, FLORENCE	4082885010
029B30278 3	UNIV OF COLORADO, DENVER	GEN,BIL,PAR	CERT	BL,HISP,NAT,INC	93069	CAMPUS BOX 123, PO BOX 173364	DENVER	CO	80217	KOZLESKI, ELIZABETH	3035568449
029B20028 3	ASSOCIATED COLL OF CENTRAL KANSAS	ED,MR,LD,REG,ASST-DEV,TRAN,VOC,RELA	BA,CERT	BL,NAT,RUR,OTH:DISABLED	96130	105 EAST KANSAS AVENUE	MCPHERSON	KS	67460	BAILEY, DEBORAH	3162415150
029B30289 3	WICHITA ST UNIV	HI,S-L,RES,CONS-TCHR	MS,CERT(MULTICULT	ASIS,BL,HISP,NAT,RUR,INC	92256	1845 FAIRMOUNT	WICHITA	KS	67260	SCUDDER, ROSALIND R.	3166893240
029F30039 3	WICHITA ST UNIV	PSY,RELA	MS,SPEC(SCHL.PSY)	MIN,NAT,RUR,INC	105206	1845 FAIRMOUNT	WICHITA	KS	67260	MCKELLAR, NANCY	3166893226
029Q30013 3	ASSOCIATED COLL OF CENTRAL KANSAS	OHI,CONS-TCHR	BA,CERT (EI)	ASIS,BL,HISP,NAT,RUR,AMIS	118891	105 EAST KANSAS AVENUE	MCPHERSON	KS	67460	ROSENKOETTER, SHARON	3162417754
029B20040 3	UNIV OF MAINE, FARMINGTON	GEN	BA,CERT	NAT,RUR	96953	104 MAIN STREET	FARMINGTON	ME	04938	GAMBLE, LINDA	2077787177
029M20001 3	PARENTS, LET'S UNITE FOR KIDS	PAR		NAT	143335	1500 N. 30TH STREET	BILLINGS	MT	59101	KELKER, KATHARIN	4066572055
029B10063 3	WESTERN CAROLINA UNIV	GEN		NAT	52312		WESTERN	NC	98765	BLOOM, LISA	7042277310
029B10075 3	NORTH CAROLINA A&T ST UNIV	APE		NAT	60000	1601 E. MARKET STREET	GREENSBORO	NC	27411	PALMA, GLORIA	9193347964
029F20079 3	MINOT ST UNIV	PARA		NAT	124532	500 UNIVERSITY AVENUE WEST	MINOT	ND	58701	VASSILIOU, DEMETRIE	7018573580
029M10015 3	PATHFINDER SERV FOR NORTH DAKOTA	PAR		NAT	149523	1600 2ND AVENUE SOUTH WEST	MINOT	ND	58701	ERICKSON, KATHRYN	7028529426
029D20069	UNIV OF NEBRASKA	AUC, AAC	DOC	MIN,ASIS,B	58034	303 ADMINISTRATION	LINCOLN	NE	685880000	BEUKELMAN, DAVID	4024725463

029B30222 UNIV OF NEW MEXICO 3		GEN,TECH	MIN,HISP,NAT,RUR	97850	1634 UNIVERSITY BLVD, NE	ALBUQUERQUE	NM	87131	DOMINGUEZ, JERON	5052772215

DPP PROJECTS RECRUITING NATIVE AMERICANS 93

029E10077 UNIV OF NEW MEXICO 3		S-L,PARA,RELA	MIN,BL,HISP,NAT,RUR	118985	901 VASSAR NE	ALBUQUERQUE	NM	87131	WESTBY, CAROL	5058432929
029E10078 UNIV OF NEW MEXICO 3		GEN,RES,BIL	MIN,ASIS,BL,HISP,NAT	105465	BERNALILLO	ALBUQUERQUE	NM	87131	BARRERA,ISAURA	5052775018
029E30065 NEW MEXICO ST UNIV 3		S-L,BIL	MIN,ASIS,HISP,NAT	119998		LAS CRUCES	NM		FARMER, STEPHEN	
029B10170 SOUTHWESTERN OKLAHOMA ST UNIV 3		GEN	NAT	98799	100 CAMPUS DRIVE	WEATHERFORD	OK	73096	DAVID, WILLIAM	4057743144
029B20224 OKLAHOMA ST UNIV 3		S-L	NAT	108583		STILLWATER	OK	74078	SCOTT, CHERYL	4057446020
029M10002 SOUTH DAKOTA PARENT CONNECTION 3		PAR	NAT	130930	P. O. BOX 84813	SIOUX FALLS	SD	57118	DEGAN, MONICA	6053358844
029B10022 LAMAR UNIV 3		SEV,LD,S-L,TECH	MIN,ASIS,BL,HISP,NAT,RUR	103349	P. O. BOX 10076 LAMAR STATION	BEAUMONT	TX	77710	WILSON, HOWARD	4098808174
029B90151 UNIV OF TEXAS 3		BIL, LEP	MIN,ASIS,HISP,RUR,NAT,BL	80000	EDB 306	AUSTIN	TX	78712	ORTIZ, ALBA	5124716244
029F20033 UTAH ST UNIV 3		PSYCH	NAT	84035		LOGAN	UT	84322	MERRELL, KENNETH	8017502034
* Total ***				3375233						

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UNIVERSITY OF ARIZONA: Low-Incidence Project, FY 93
OSEP Division of Personnel Preparation

H029A30005 (LowIncid93/AZ-1)_____

VISION: SPECIALIZATIONS IN DUAL DISABILITIES AND INFANT/TODDLER VISUAL DISABILITIES

Tucson, AZ -- The Visually Impaired Personnel Preparation (VIPP) program in the University of Arizona's Department of Special Education and Rehabilitation has been in existence for 25 yearsand has been a two-year graduate level program since 1979. The new DPP project will be used to:

* Increase the number of professionals to work with children and youth who have visual impairments, through statewide and regional recruitment efforts;
* Provide high-quality trainees who will be teachers of infants, toddlers, children, and youth in a variety of settings;
* Broaden the appeal of the existing personnel preparation program by making it more responsive to state and regional needs and concerns through summer course offerings and financial support for participating students.

To accomplish these objectives, the VIPP program will continue to offer a comprehensive sequence of courses in visual impairments leading to the M.A. degree and teacher certification in visual impairments, and will also require trainees to choose from two minor specialization "tracks" that are a direct reflection of documented needs: (a) teachers of children with both visual and severe multiple disabilities, and (b) teachers of infants and toddlers with visual impairments.

Courses will be offered during the academic year as well as in summer sessions, allowing an increased number of part-time students to undertake the program. Academic coursework will be closely integrated with the intensive practicum experiences in a variety of mainstream and residential settings every semester, thereby ensuring that informational competencies are closely related to performance competencies. The project aims to certify or graduate 20 trainees with master's degrees by July 1977, with another 10 certification trainees continuing toward their master's degrees, for a total of 30 appropriately prepared and credentialed teachers. Emphasis will be given to recruiting trainees from rural areas and trainees of Hispanic and Native American origin through the development and distribution of brochures targeting these persons, as well as preferential consideration to qualified applicants in the award of stipends. Informational competencies will be evaluated by course tests and examinations given periodically throughout the semester. A master's comprehensive examination in the final semester assures that trainees have assimilated the synthesized course material. Performance competencies will be formally evaluated bi-monthly to weekly per practicum placement by the University supervisor and cooperating personnel.

CONTACT: Daniel Head, Department of Special Education and Rehabilitation, College of Education, University of Arizona, Tucson, AZ 85721.

DPP Projects Benefiting Native Americans

Institution: University of Arizona
Department of Special Education & Rehab.
Tucson, AZ 85721

Project Director: Candace S. Bos
Telephone Number: (602) 621-7822
Competition and Title: Careers in Special Education: Arizona Cross-Categorical Teachers Project
Project Number: H029B20141
Amount: $111,308
Grant Period: 8-1-92 through 7-31-96

The Department of Special Education and Rehabilitation of the College of Education, University of Arizona proposes to develop and implement model cross-categorical Master's and Educational Specialist degree programs that provide the graduates competencies in working with mainstreamed and resource students with disabilities as well as intensive preparation to educate students with severe learning disabilities or severe emotional/behavioral disabilities. Students participating in this graduate program will also select a specialty concentration providing additional expertise in the areas of: (a) bilingual/multicultural; (b) elementary/early childhood (c) secondary/postsecondary/transitions. This training effort responds to six of the eight competitive priorities established by the Secretary:

1. Utilizing innovative recruitment and retention strategies;
2. Promoting full qualifications of personnel serving children with disabilities;
3. Training personnel to work in rural areas;
4. Training personnel to provide transition assistance from school to adult roles;
5. Improving services for minorities; and
6. Training minority personnel.

This proposed personnel preparation Master's and Educational Specialist program will:

a) address the immediate need within the state created by a new cross-categorical special education certification by preparing partially qualified special education teachers to meet full qualification in cross-categorical and to prepare all students in the program for cross-categorical certification;

b) address the continuing shortage in the state and nation for qualified special education teachers in the areas of learning disabilities and emotional/behavioral disabilities and to provide graduates with competencies to work with students who have the most severe emotional/behavioral and learning disabilities;

c) develop and implement a rural component that will address the needs of districts in Southern Arizona for qualified cross-categorical teachers;

d) incorporate into the program knowledge and skills focusing on culturally appropriate practices in assessment and instruction for the diverse ethnic composition of the state; and

e) develop and implement innovative recruitment and retention strategies focused toward the successful recruitment and graduation of minorities, particularly persons of Mexican decent and Native Americans.

f) provide multiple innovative strategies to enhance academic, cognitive, and social growth through the use of curriculum based assessment, ecological analysis, cognitive and metacognitive instruction, and mediated learning.

g) enhance practical application of acquired skills through direct experiences in a large, urban, culturally diverse elementary demonstration school, a school-based clinic jointly sponsored by a school district and the U of A, and through more traditional internships to be completed in school districts throughout Tucson and the surrounding rural areas.

The target population for this personnel preparation effort include: 1) teachers who are currently working in cross-categorical settings but lack the certification and skills necessary to work in these settings; 2) exemplary elementary, secondary, and post secondary teachers, particularly teachers who are themselves minorities; 3) bilingual education teachers; 4) individuals prepared in elementary, secondary, or bilingual education, rehabilitation, or related fields whose goal is to teach individuals with disabilities.

Across the four years of the project, approximately 30 to 35 students will graduate with either a Master's or Educational Specialist degree and be ready to assume roles as fully qualified special education teachers. Approximately 15 students will be full time students and 15 to 20 students will be part time students. Seven to 10 part time students will participate through the distance education component. Depending in background and experience, students will be working toward certification in cross-categorical and either learning disabilities or emotional/behavioral disabilities or upgrading their knowledge and skills while adding certifications to better meet the needs of this diverse population.

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UNIVERSITY OF ARIZONA: Preparation of Leadership Personnel Project, FY 1993

OSEP Division of Personnel Preparation (H029D30044)

SUPERVISORY AND ADMINISTRATIVE PROGRAM

Tucson, AZ -- This leadership preparation program will prepare doctoral personnel in special education administration and supervision. The mission of the doctoral program is founded on the belief that all students with disabilities have the basic right to a free and appropriate education, and that the delivery of quality special education and related services has a higher probability of success where regular and special education administrators have formal preparation in program planning, coordination, evaluation and research designed to meet the needs of minority and non-minority children and youth with varying types and severity levels of disabilities.

The goal of this 60-month project is to financially support up to 40 graduate level supervisory/administrative students in a competency-based program for personnel in special and regular education administration leading to the doctorate.

The objectives include the following:

* To recruit, select and support advanced graduate degree minority and non-minority candidates who are capable of completing a competency-based program in special education supervision and administration;

* To provide a comprehensive leadership program that incorporates competency development into special course work and field-based experiences for personnel who plan to supervise and administer programs and services for infants and toddlers through transition from school, with special emphasis on minority and limited English proficient children with disabilities;

* To expand and evaluate a specialized curriculum and set of distinctive competencies in the program for regular education administrators to prepare them to become knowledgeable facilitators of services for students with disabilities.

CONTACT: James Chalfant and Margaret Pysh, Department of Special Education and Rehabilitation, College of Education, University of Arizona, Tucson, AZ 85721.

DPP Projects Benefiting Native Americans

Institution: San Jose State University
P.O. Box 720130
San Jose, CA 95172-0130

Project Director: Gerilee Gustason
Telephone Number: (408) 924-3784
Competition and Title: Low Incidence Disabilities: Program to recruit and train minority teachers to serve multicultural deaf/hard of hearing students.
Project Number: H029A20058
Amount: $99,646
Grant Period: 8-1-92 through 7-31-96

Instruction of deaf and hard of hearing (D/HH) students requires specialized skills in communication and in facilitating the development of language and communication skills in the students as well as the subject area competence. This problem is further compounded when the student is from a different linguistic, cultural or ethnic background from the teacher. According to latest national figures for 1990-91 enrollment, 37.5% of D/HH students are now from multi-ethnic backgrounds. Of this number, the largest percent are Black (17.2%), followed by Hispanic (14.1%), American Indian (.7%), Asian/Pacific (3.6%), and "other" (1.9%). These figures are even greater in California: 67.2% were of non-Anglo heritage (Hispanic, 41.7%; Black, 10.7%; American Indian, 4%; Asian/Pacific, 11.5%; and other, 2.8%). Teachers of deaf and hard of hearing students, unfortunately, do not yet reflect this cultural diversity. In 1989-90, a national survey of 3646 teachers of D/HH students found Black teachers accounting for only 4.5%. The figures were even smaller for other ethnic groups: Hispanic, 1.3%; Black, 4.5%; Asian, .9%; and Native American, .1%. At the California School for the Deaf in Fremont, of 132 academic staff, 5 are Black (3.8%), 4 are Asian (3%), and 4 are Hispanic (3%).
This lack of ehtnic role models is compounded by the fact that there are few teachers who are themselves deaf or hard of hearing, and even fewer who are both D/HH and members of a non-Anglo ethnic group. The need for culturally literate and linguistically proficient educators of D/HH youth is especially acute in the area served by San Jose State University. San Jose is the third largest city in California (11th largest in the United States) and has one of the highest percentages of minority students in the nation. The proposed project would, over a four year period:

a) provide 40 stipends to students from various ethnic groups to prepare them to teach D/HH students

b) revise and expand information on multicultural issues, assessments, and techniques in present SJSU courses

preparing teachers of deaf students, and present this information both to teachers in training and as inservice information for working teachers,

c) develop orientation to deafness and hearing loss modules for special educators and for regular educators and present this information to all teachers in training at the College of Education of San Jose State University,

d) share the results with the field at national conventions and in professional journals, and, eventually,

e) include this information in a program being developed at SJSU to prepare educational interpreters for deaf students in mainstream programs.

DPP Projects Benefiting Native Americans

Institution: Colorado State University
Sponsored Programs
Fort Collins, CO 80523

Project Director: John E. Caron
Telephone Number: (303) 491-6355
Competition and Title: Preparation of Related Services: Rural School Social Work Project
Project Number: H029F20017
Amount: $80,530
Grant Period: 7-1-92 through 6-30-96

This project proposes to develop, implement, and evaluate a training program to prepare personnel in Colorado and the Rocky Mountain region to practice in rural schools and related agencies for the provision of social work services to disabled students and their families. The primary focus will be upon educating baccalaureate and master's level social work students: a) about children and youth with disabilities; b) to provide and arrange needed human services to these children and their families in rural areas where existing services are limited; and c) to work effectively with teachers and related services personnel in the provision of special education programs. Secondary foci will include introducing social work services into rural schools where such professional services are not currently present and increasing the pool of minority social workers prepared to serve disabled students in school settings.

This project will be conducted under the auspices of the Department of Social Work at Colorado State University, yet is designed as an interdisciplinary venture with the School of Occupational and Educational Studies and the Department of Occupational Therapy in order to broaden the scope of the preservice curriculum and coordinate that curriculum between the related services professions of social work, occupational therapy, and vocational special needs education. The rationale for this interdisciplinary venture is that as "related services personnel" in special education programs, it is mandatory that school social workers understand how special education programs function and that they acquire that understanding within the context of the parallel roles performed by other related services personnel.

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To accomplish this project's purpose, both undergraduate (BSW and master's level (MSW) social work students will be exposed to classroom instruction related to social work practice in schools and multidisciplinary approaches to working with disabled children and will culminate their program of learning with an internship (field placement) in a rural school. Included in this training will be exposure to the similarities and uniquenesses in the roles and functions performed by social workers and other related services personnel, e.g., special education teachers, communication disorders specialists, school psychologists, physical therapists, occupational therapists, as well as coordinated on-site experiences in working with these other professions.

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UNIVERSITY OF COLORADO-DENVER: Careers in Special Education Project, FY 1993

OSEP Division of Personnel Preparation (H029B30278)

TEACHER I: FOCUS IN MINORITY FAMILY FACILITATION

Denver, CO -- This project will develop a teacher training program with a unique family focus and strong ties to the community for minority families who have children with special needs. The project will accomplish this by using the resources of local education agencies, the University of Colorado-Denver, and parents. It addresses the need to train teachers to involve minority families in school life, and the need to decentralize and link university training programs with local communities. Its goals are to:

* Train and assist in the placement of at least 16 individuals, minorities if possible, over four years to assume the role of minority family facilitator;

* Evaluate the effectiveness and the outcomes of the project;

* Develop and disseminate a training manual for family facilitator training.

Three processes are highlighted in the implementation of this project:

* A recruitment process that focuses on individuals from historically under-represented racial/ethnic groups and parents of children and youth with disabilities;

* A family-focused approach to classroom education. The special education training curriculum includes an emphasis on cultural issues, English as a second language, working with parents of children with special needs, and family dynamics.

* The implementation of a professional development school.

CONTACT: Elizabeth Kozleski, Department of Educational Psychology and Special Education, School of Education, Box 106, 1200 Larimer, University of Colorado, Denver, CO 80204-5300.

ASSOCIATED COLLEGES OF CENTRAL KANSAS: Early Intervention/Preschool Project

OSEP Division of Personnel Preparation (H029Q30013)

PRESERVICE EARLY INTERVENTION PROJECT

McPherson, KS -- Kansas and other nearby states are instituting new service programs for infants and toddlers with disabilities and increasing the scope of existing ones. The preschool mandate in fall 1991 and the movement of Kansas into full services for eligible infants and toddlers have increased the need for qualified interventionists. The purpose of this project is to carry out a plan for recruiting highly promising students into the preservice specialization in Early Childhood Special Education (ECSE) at the Associated Colleges of Central Kansas and to give them the competencies to appropriately serve infants and toddlers and their families. The objectives of the project include:

* To develop and use personnel and product resources in order to recruit highly qualified students into the preservice ECSE teacher education program and encourage them to focus on early intervention;

* To develop improved practicum experiences which will prepare students for the variety of roles and service delivery models they will fill as interventionists with infants and toddlers with disabilities, developmental delays, or risk conditions and their families;

* To integrate competencies related to transdisciplinary team collaboration, consultation, family empowerment, family service coordination, interagency decision-making, transition planning, and services in natural environments into the preservice ECSE curriculum;

* To participate in systems for cooperative planning with the SEA, the CSPD planning group, the Kansas Interagency Coordinating Council on Early Childhood Developmental Services, the Kansas Inservice Training System, the Kansas Division for Early Childhood, the Kansas Recruitment and Retention in Special Education Project, the Part H and Section 619 coordinators, the KAUP, Head Start RAP Region VI, and college placement officers in order to match up program graduates with existing vacancies.

The project will be carried out within the context of the Associated Colleges of Central Kansas special education program. This is a consortium of six rural private colleges, including Bethany College at Lindsborg, Bethel College at Newton, Kansas Wesleyan University at Salina, McPherson College at McPherson, Tabor College at Hillsboro, and Sterling College at Sterling, Kansas.

This project will train at least 10 early interventionists per year to provide home-based, center-based, hospital-based and consultant services to children aged birth to 2 with special needs. Thus, a total of 50 professionals will be prepared who, in turn, will provide early intervention services to approximately 800 youngsters and their families in rural Kansas.

CONTACT: Sharon Rosenkoetetter, Associated Colleges of Central Kansas, 105 East Kansas Avenue, McPherson, KS 67460.

Distributed by the Alliance 2000 Project/University of New Mexico

EARLY93/KS
February 1994

WICHITA STATE UNIVERSITY: Careers in Special Education Project, FY 1993

OSEP Division of Personnel Preparation (H029B30289)

PREPARATION OF SPEECH-LANGUAGE PATHOLOGISTS AND AUDIOLOGISTS TO SERVE MINORITY CHILDREN WITH DISABILITIES

Wichita, KS -- Dramatic growth in minority populations has been occurring recently in the City of Wichita. In the Wichita public school system, the number of Hispanic students has doubled in the last decade. Increases have also occurred in other racial and ethnic categories.

To meet the needs of these diverse populations, specialized education is necessary for speech-language pathology and audiology students at Wichita State University. This project will pull together all existing resources and emphasize strategies in speech pathology and audiology for working with multicultural groups.

CONTACT: Rosalind R. Scudder, Department of Communicative Disorders, Wichita State University, Wichita, KS 67208.

Distributed by the Alliance 2000 Project/University of New Mexico

CAREERS93/KS-3
March 1994

WICHITA STATE UNIVERSITY: Related Services Project, FY 93

OSEP Division of Personnel Preparation (H029F30039)

SCHOOL PSYCHOLOGY SERVICES FOR YOUNG CHILDREN AND THEIR FAMILIES

Wichita, KS -- In Kansas and the nation, school psychology personnel with competence at the early intervention levels are needed to participate in transdisciplinary teams for assessment, development of Individual Family Service Plans (IFSPs) and Individual Education Plans (IEPs), and case management. The goal of this project is to provide high quality preservice preparation for school psychologists who will support early intervention services to infants, toddlers, and young children with disabilities and their families.

The project has a systematic plan for recruiting students into the existing School Psychology Program offered through the College of Education at Wichita State University. As part of the recruitment effort, stipends are provided to support students in the School Psychology Program.

Students will be prepared to demonstrate competencies related to assessment, planning, and case management services to young children and their families. Field-based training sites will include a full array of early intervention services to children with disabilities. The objectives are as follows:

* To develop and use personnel and produce resources in order to recruit high-quality students into the preservice School Psychology/Early Intervention training program;

* To develop field-based training approaches for preparing school psychologists to serve as members of transdisciplinary early intervention teams to meet the needs of infants and toddlers with disabilities and their families; and

* To participate in the system for cooperative planning with the state ICC, KDHE, the SEA, the CSPD planning group, and other agencies in order to match school psychologists who are prepared to provide early intervention services with existing position vacancies.

CONTACT: James Tramill, School Psychology Program, College of Education, Wichita State University, Wichita, KS 67208; 316/689-3226.

DPP Projects Benefiting Native Americans

Institution: University of Minnesota
Department of Educational Psychology (SpEd)
178 Pillsbury Drive, SE
Minneapolis, MN 55455

Project Director: Dr. Susan Rose
Telephone Number: (612) 624-6387
Competition and Title: Personnel Preparation: Training persons of color to serve students with low-incidence disabilities:
Project Number: H029A20039
Amount: $94,191
Grant Period: 10-1-92 through 9-30-94

This project addresses the national needs and recommended strategies for the recruitment, retention and professional training of persons of color in the field of Special Education focusing on the needs of persons with low incidence disabilities. This proposal is a four year project to develop and implement a unique and intensive process which extends into the undergraduate and graduate professional training programs for special education teachers of color including African Americans, American Indians, Asians and Hispanics. The model proposed for recruitment extends into neighboring urban settings where persons of color attend community college programs, are paraprofessionals currently working with disabled infants, children and youth and their families and are undergraduate students in four year college programs. Typically, these individuals are unlikely to consider advanced studies due to the absence of academic support, encouragement, and experience within the field of special education.

The model incorporates four distinctive elements: 1) recruitment and retention; 2) service; 3) academic enrichment; and 4) personal and social enrichment. Recruitment will occur in settings where persons of color have expressed interests or experiences with disabled populations. The retention element incorporates the assignment of professional teachers and faculty members to serve as mentors to the prospective trainees during their undergraduate studies. The service element provides each trainee with opportunities to work in the local schools and community settings with deaf, hard of hearing, visually disabled or physically disabled and other health impaired individuals as a part of their preprofessional training and career exploration. Academic enrichment focuses on the retention of the prospective special educators during their undergraduate studies through an intensive summer study program in the areas of mathematics, writing skills, and computer literacy. The final critical element of the model focuses on the enrichment of personal and social skills which is addressed through Outward Bound experiences that enhance communication, risk- taking, problem solving, team participation, leading/ following and use of preestablished resources to successfully accomplish group and personal goals.

Approximately 10 prospective special education teachers of color will be accepted into the program during the initial year of the project. Time to completion will vary for each trainee. It is anticipated that minimally five persons of color will attain licensure and Masters of Education degrees within the first two years of the project with an additional five persons completing the program annually.

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DPP Projects Benefiting Native Americans

Institution: PLUK - Parents Let's United for Kids
1500 N. 30th Street
Billings, MT 59101

Project Director:
Telephone Number: (406) 657-2055
Competition and Title: Parent Training:

Project Number: H029M20001
Amount: $143,335
Grant Period:

The Montana Parent Training and Information Center is a project proposed by the parent coalition, Parents, Let's Unite for Kids (PLUK) to provide parents of children with disabilities with information about their rights under the Individuals with Disabilities Education Act (IDEA) and to offer training in communication and other skills which help parents to participate more effectively with school personnel in developing Individualized Education Programs.

To meet the needs for training and information identified by parents, the Parent Information and Training Center Project has formulated six goals:

1.0 To assist parents in understanding the nature and needs of their child's handicapping condition;
2.0 To demonstrate ways that parents can support their child's educational program;
3.0 To enable parents to communicate more effectively with special educators, administrators, related service personnel, and other relevant professionals;
4.0 To empower parents as decision-makers in the special education process, including the development of the IEP;
5.0 To provide parents with information about the programs, services, and resources available to their children and to assist them in discerning which programs are appropriate;
6.0 To increase parents' understanding of the provisions for educating children and youth under Part B of IDEA.

To implement these six goals, the Parent Training and Information Project plans to present, on a rotating basis in the five geographical regions of Montana, the following basic training workshops-- *Parents' Rights and Responsibilities under IDEA*, *How To Be Heard and Understood* (communications), *IEP Rap Session*, and *Building a Team* (parent/professional collaboration). In addition, the project will develop new workshops on the subjects of the Montana service system, special education terminology and techniques, transition planning, and first steps in special education. An outreach specialist will develop and implement new strategies for contacting previously unserved or underserved families, particularly families of young children and families living in rural, remote locations. At least two advocacy or communication workshops designed specifically for Native American parents will be presented each year with the Native American trainers at locations on or near reservations.

Parents who have received training in special education law and communication skills and who wish to volunteer to work with other parents will be given additional training to enable them to become Pilot Parents (peer counselors). Pilot Parents will, then, be available to inform other parents, visit new families, and accompany parents to IEP meetings.

The activities of the project are administered from a central office in Billings and four regional locations in Bozeman, Missoula, Great Falls and Miles City. Using a trainer-of-trainers model, the Project Director and four parttime Community Trainers train parents in their regions who, in turn, train others.

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NEW MEXICO STATE UNIVERSITY: Minority Institutions Project, FY 93

OSEP Division of Personnel Preparation H029E30065 (Minority93/NM-1)_____

APRENDAMOS! PREPARATION OF SPEECH-LANGUAGE PATHOLOGISTS TO WORK WITH PERSONS WHO HAVE LEARNING STYLE DIFFERENCES

Las Cruces, NM -- For the 1991-92 school year, there were 138 openings for speech-language pathologists in New Mexico, and there is a great need for speech-language pathologists who are culturally sensitive and bilingual. Even with those American Indian and Hispanic individuals who exhibit English dominance, cultural beliefs and child-rearing practices affect language and learning styles, which in turn affect test performance and responses to intervention strategies.

Participants in this project will learn about their own and others' values, beliefs, communication patterns, and learning styles, and learn how to learn in education and work environments. The goals of the project are:

* To prepare speech-language pathologists to work with persons who have learning style differences; and

* To reduce the barriers that inhibit the successful adaptation of students and adults with learning style differences to educational and work environments.

The project will provide academic and financial support to recruit and retain students from non-dominant cultural backgrounds; infuse multilingual/multicultural information throughout the curriculum; develop a series of classes addressing diverse learning styles and learning strategies; and increase knowledge of currently practicing professionals and paraprofessionals regarding culturally different learning styles, through inservice training. Students will be prepared to work with persons from three groups: individuals from non-dominant racial, ethnic, linguistic, and socioeconomic groups; individuals with true learning disabilities; and non-traditional college and university students.

CONTACT: Stephen Farmer, Department of Special Education and Communication Disorders, College of Education, New Mexico State University, Box 30001, Department SPE, Las Cruces, NM 88003-0001.

UNIVERSITY OF NEW MEXICO: Careers in Special Education Project, FY 1993

OSEP Division of Personnel Preparation (H029B30222)

DISTANCE DELIVERY OF SPECIAL EDUCATION TRAINING IN RURAL AND REMOTE AREAS

Albuquerque, NM -- Nearly 500 teachers hold emergency certificates in New Mexico, comprising a significant proportion of service delivery in the field. These professionals must complete at least 9 credit hours of coursework per year in order to retain their positions, a difficult task in rural areas located far from institutions of higher education.

A collaborative effort to deliver coursework has evolved among the University of New Mexico's Division of Continuing Education, Department of Special Education, College of Education/Division B, the New Mexico State Department of Education/Special Education Unit, and the ten Regional Center Cooperatives which represent more than 60 school districts. This effort, called Project TTEC (Training Teachers on Emergency Certificates), targets the delivery of 33 hours of graduate coursework to rural teachers who have emergency certificates. Courses will be delivered over a three-year period in a planned program of study using an integrated system of technologies, including interactive television, electronic mail, audio teleconferencing, pre-produced audio and video, and print based materials. Not only will participants receive relevant coursework, but they will also gain expertise in the use of technologies for educational purposes.

CONTACT: Jerinomo Dominguez, Division of Continuing Education, College of Education, University of New Mexico, Albuquerque, NM 87131.

Distributed by the Alliance 2000 Project/University of New Mexico

CAREERS93/NM
March 1994

DPP Projects Benefitting Native Americans

Institution: North Carolina A&T University
1601 E. Market Street
Greensboro, North Carolina 27411

Project Director: Gloria Palma
Telephone Number: (919)334-7995
Competition and Title: Special Educators: Training of Minorities to provide Adapted Physical Education services in rural areas.

Project Number: H029B10075
Amount: $48,415
Grant Period: 8/15/91 through 8/14/94

ABSTRACT

Preparation of Adapted Physical Educators in Rural Areas

Currently, educational leaders in the nation are confronted with two major concerns: (a) the need for special educators in adapted physical education in rural environment and (b) the decreasing number of minorities at the post-baccalaureate level. This project was designed to address these concerns on a statewide level: in the state of North Carolina.

North Carolina is experiencing a personnel need in adapted physical education. Likewise, a prevailing problem in the Southern States is the small number of minorities involved in the teaching profession. This project will train minorities in delivering adapted physical education services in rural school systems through a model that requires an integration of Rural Education and Adapted Physical Education. The model has been designed separately from other degree programs to focus upon the needs of the rural area. The project is located at North Carolina Agricultural and Technical State University in Greensboro. An innovative training model has been developed which emphasizes a non-categorical approach to program development with special consideration to the socio-political and cultural uniqueness of the rural environment.

The model includes extensive field-based experiences in rural schools. The project is unique in the State in the sense that no other personnel preparation program focuses on service delivery of adapted physical education in rural environment.

DPP Projects Benefitting Native Americans

Institution: Western Carolina University

Cullowhee, North Carolina 28723

Project Director: Lisa Bloom
Telephone Number: (704)227-7310
Competition and Title: A program for the preparation & evaluation of teachers of students with behaviour disorders with special attention to priority under 34 CFR 75.105

Project Number: H029B10063
Amount: $51,378
Grant Period: 9/31/91 through 8/31/94

Introduction

The Special Education Program at Western Carolina University is proposing a project to prepare teachers of children and adolescents with behaviour disorders (BD) in rural areas. This program is in response to a national, state, and regional need not only for more BD teachers, but also for teachers prepared to meet the unique demand of teaching in rural areas.

The project's goals are to increase the number of certified teachers, to improve the quality of the program by improving the content and delivery of instruction, and to develop a portfolio model for formative and summative evaluation which will allow teachers to demonstrate their skills. The program at the Master's and certification level.

DPP Projects Benefiting Native Americans

Institution: Minot State University
500 University Avenue West
Minot, North Dakota 58701

Project Director: Dr. Demetrious Vassiliou
Telephone Number: (701) 857-3580
Competition and Title: Paraprofessionals: North Dakota Paraeducator Training Project
Project Number: H029F20079
Amount: $124,532
Grant Period: 10-1-92 through 9-29-95

In the past eight years, there has been considerable growth in the number of paraeducators working for North Dakota's special education cooperatives. Unfortunately, training opportunities available to these employees have been limited and sparatic. As a result, 96% of the State's practicing paraeducators are interested in receiving inservice training. Training has not been a problem for paraprofessionals who work with adult DD/MR consumers. In 1983, Minot State University (MSU) established a paraprofessional training program which has provided inservice training and certification to over 7,000 students.

The proposed project will expand and modify the existing MSU program to enable it to provide training to special education paraprofessionals working in North Dakota schools.

The paraeducator staff at Minot will also cooperate with tribal college faculty to offer project training on the Reservations in North Dakota. Four tribal colleges are expected to participate.

DPP Projects Benefitting Native Americans

Institution: Pathfinder Services for North Dakota
1600 Second Avenue, Arrowhead Mall
Minot, North Dakota 58701

Project Director: Kathryn Erickson
Telephone Number: (702)852-9426
Competition and Title: Parent Training: Parent Training and Information Center

Project Number: H029M10015
Amount: $125,400
Grant Period: 10/1/91 through 9/30/96

Pathfinder PTI, is a new parent training and information center, centrally located in Minot, North Dakota. It is governed by the organization's board of directors. Project services include direct family assistance, information, referral, book and video lending library, parent trainer resource pool statewide, staff assistance to establish small local self help groups and extensive coordination of effort with other entities. All segments of the general population are served, including families from two major Strategic Air Command bases, and four American Indian Reservations with a fifth reservation overlapping the South Dakota border. Concentrated effort under present year objectives is to reach families whose children attend Bureau of Indian Affairs schools on reservations. Interaction to support outreach is underway through efforts of a Minot State University graduate Special Education student internship. The program, funded by a private foundation, identifies key people per reservation and best approaches for services to families. A standard parent guide representative of each tribe is near completion for future distribution to these parents. Intent of this project remains constant: "Provision of relevant, meaningful services at a centralized point of access for parents.

OKLAHOMA STATE UNIVERSITY: Careers in Special Education Project, FY 1992

H029B20227 (Careers92/OK)_____

MULTICULTURAL TRAINING PROGRAM IN COMMUNICATION DISORDERS

Stillwater, OK -- This three-year project will support multicultural preservice training of graduate students in speech-language pathology and recruit student's from historically under-represented groups into the master's program. Federal funds will support graduate assistantships and stipends for 12 trainees from under-represented populations, recruited and trained through innovative programs. Grant funds will also provide staff support for curriculum and practicum in multicultural communication and communication disorders. The objectives are:

* To increase by 50 percent over current levels the number of speech-language pathology students in the master's degree program (12 students over a three-year period);

* To increase the number of minority students in the master's program (the 12 trainees will be from historically under represented groups); and

* To offer all students in the master's program enhanced academic and practicum training in multicultural communication and communication disorders.

Over the course of the project, 36 trainees will receive enhanced multicultural programming through regular enrollment of 24 students plus the additional 12 students supported by the grant).

Through a partnership with Langston University, an historically Black institution in the region, entry of minority students into the graduate program will be facilitated. A carefully coordinated and concurrent multicultural seminar and practicum will also be developed, drawing on regional African American and Native American practicum sites, and tapping the multicultural expertise of regional individuals from the same groups.

CONTACT: Cheryl Scott, Department of Communicative Disorders/Speech Sciences, Oklahoma State University, Stillwater, OK 74078.

DPP Projects Benefitting Native Americans

Institution: South Dakota Parent Connection
301 S. Garfield, Suite 4, Box 84813
Sioux Falls, South Dakota 57118

Project Director: Nancy Nelson
Telephone Number: (605)335-8844
Competition and Title: Parent Training: Parents training parents: a project to provide a parent training and information center.

Project Number: H029M10002
Amount: $120,346
Grant Period: 7/1/91 through 6/30/94

ABSTRACT

The South Dakota Parent Connection is an organization devoted to the concerns of education for children and youth with disabilities. A statewide organization, South Dakota Parent Connection works in collaboration with advocacy and support organizations to serve parents of children with all handicaps (mental, emotional, physical and learning disabilities, and health impairments) that may affect their educational process. The staff and board of directors are composed primarily of parents of children with disabilities and individuals directly involved in educational and support services for children. The philosophy of the organization centers on "parents helping parents".

During the five year implementation project of the Parents Training Parents project, South Dakota Parent Connection proposes to provide six levels of service which assist parents and families. They are as follows:

1. Locally Based Training for Parents and Families--South Dakota Parent Connection will provide at least 36 workshops each year for the five year period within local communities across the state, which address issues affecting parents and families. They will include:

Special Educaiton Law	10 sessions	200 persons
How to Write a Better IEP	6 sessions	120 persons
Effective Communication	5 sessions	100 persons
Coping and Grieving	5 sessions	100 persons
Transition	5 sessions	100 persons
Family Impact	5 sessions	100 persons

2. Training and Assistance to Traditionally Underrepresented Parents and Families--South Dakota Parent Connection will provide direct training activities and individual technical assistance to parents and families. Each year, training sessions will be held on the state's nine Native American reservations. In addition, project staff will expand training activities to recruit and train Native American parents who can provide direct training in the reservation areas of the state. Because of the cultural influence of extended family, special emphasis will be placed on "whole family" technical assistance and training activities. South Dakota Parent Connection will meet with leadership of the state's reservations, working closely with tribal leaders.

DPP Project Benefiting Native Americans

Institution: Utah State University
Department of Psychology
Logan, Utah 84322-2810

Project Director: Kenneth W. Merrell
Telephone Number: (801) 750-2034
Competition and Title: School Psychologists: Providing Related Services in Rural Areas: A training project for the preparation of School Psychologists
Project Number: H029F20033
Amount: $84,035
Grant Period: 9-1-92 through 8-31-96

Although school psychologists play an important role in providing related services to students with disabilities, the amount and quality of these services is currently being threatened due to severe personnel shortages in school psychology. Nationwide, and particularly in the Western United States, this personnel shortage has reached a critical juncture. In the State of Utah, the shortage of school psychologists is perhaps even more severe than the national picture would indicate. In both cases, these personnel shortages appear to be much more severe in rural areas than in urban or suburban regions. Given some of the already existing problems in providing adequate special education services within rural education systems, the severe shortage of school psychologists in these areas compounds the problems even further, and places rural handicapped pupils at an even greater level of risk with respect to not receiving adequate educational services.

The School Psychology Training Program at Utah State University, in conjunction with the Center for Persons with Disabilities (Utah's UAP), proposes a new training project for the preparation of school psychologists. This project addresses the following priorities: CFDA No. 84.029F, Absolute Priority 4 – Preparation of Related Services Personnel, and competitive priority 3, Training Personnel to Work in Rural Areas. We propose to recruit and train a group of 24 new school psychologists over a 4 year period (6 new students per year). These students will not only receive strong generalist training in school psychology, but will receive specially designed coursework and field placement experiences in service delivery to individuals with disabilities in rural areas. The proposal also addresses, less directly, competitive priority 6, Improving Services for Minorities, through a link with our existing Native American Support Project and the availability of student participation in field placements in existing service projects with Native American children (the *Indian Children's Program* and the *Model Early Intervention Plan for Navajo Children*).

DPP Projects Benefitting Native Americans

Institution: Parent Information Center
270 First Street
Buffalo, Wyoming 82834

Project Director: Theresa K. Dawson
Telephone Number: (307)684-5461
Competition and Title: Parent Training

Project Number: H029M10033
Amount: $111,198
Grant Period: 8/1/91 through 7/31/94

ABSTRACT

The Wyoming Parent Information Center (PIC) is a parent training project proposed by the state parents coalition, Parents Helping Parents of Wyoming, Inc. The purpose of the project is to provide information to parents of children with disabilities about their rights under the Education of the Handicapped Act (EHA) and to offer training in communication and other skills which help parents to participate more effectively with school personnel in developing the Individualized Family Service Plan and the Individualized Education Plan. To meet these needs for training and information identified by parents, PIC has formulated six goals:

1. To assist parents to better understand the nature and needs of their childs handicapping condition:
2. To display ways a parent can support the educational program of their child;
3. To enable parents to communicate more effectively with special and regular educators, administrators related service personnel and other relevant professionals;
4. To empower parents as decision-makers in the special education process, including development of the IFSP or IEP;
5. To provide parents with information about the program services and resources available to their children and to help them in deciding which programs are appropriate;
6. To help parents understand the provisions for education of infants, children and youth under Part H/Part B of EHA.

To implement these six goals. the Parent Information Center will provide training workshops on a rotating basis in fourteen different geographical regions. These workshops will offer instruction on communication skills and rights and responsibilities of aprents under EHA.

In addition to on-site workshops, the University of Wyoming Office and Teleconferencing has agreed to work with PIC to produce training videos and to offer classes in inclement weather months by teleconferencing across the state to different communities. At least two workshops will be designed and presented specifically for Native Americans on the state Indian Reservation.

This project will allow parents who have received training in P.L. 94-142 and P.L. 99-457 along with communication skills to become Pilot Parent Coordinators. Each of the 14 regions will have a Pilot Parent Coordinator on a part-time basis to help train other parents and offer support and information within that region. These coordinators will also be responsible for starting and facilitating a local support group for parents of children with disabilities in their region.

The Parent Information Center project plans to operate a toll-free information telephone to make it possible for parents to easily access available resources in the state. The toll-free number will help PIC serve as a liason between the parent and all the agencies and organizations in the state involved with the care and education of parents of children with disabilities.